Languages. 130

Edw.d Hawkins.

# STRICTURES
ON
# MODERN LANGUAGES:

SHEWING

THEIR USEFULNESS

TO

INDIVIDUALS,

TO

*NATIONS*,

AND PARTICULARLY TO

THE FAIR SEX.

TO WHICH IS ADDED,

## AN ESSAY
ON

THE PRESENT MODES OF TEACHING;

AND ALSO,

## A PLAN OF AN ORIGINAL WORK,

NOW IN GREAT FORWARDNESS,

CLEARLY POINTING OUT THE FACILITY WITH WHICH
THE FLUENCY OF SPEECH MAY BE ACQUIRED.

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Who, who would live, my Narva, juſt to breathe
This idle air, and indolently run,
Day after day, the ſtill returning round
Of life's mean offices, and ſickly joys?
But, in the ſervice of mankind, to be
A guardian god below---ſtill to employ
The mind's brave ardour in heroic aims,
Such as may raiſe us o'er the grov'ling herd,
And make us ſhine for ever!---that is life.

THOMSON.

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HUMBLY DEDICATED TO

MRS. CREWE OF CREWE-HALL,

BY J. E. PARISOT DE ST. MARIE.

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*CHESTER:*

PRINTED BY J. FLETCHER.

MDCCXC.

BRITISH MUSEUM

# DEDICATION.

TO

## MRS. CREWE.

MADAM,

LITTLE worthy of your attention, as I have great reaſon to fear this maiden attempt of mine may prove, yet, encouraged by the conſciouſneſs of meeting with univerſal approbation for my choice, in humbly dedicating it to you, give me leave to hope for your kind indulgence.

My aim, in this eſſay, being to promote amongſt individuals, and particularly to recommend to your moſt amiable ſex, the ſtudy of a language you ſo eminently poſſeſs; ſuffer me, madam, to avail myſelf of the living, and at the ſame time, the moſt powerful inſtance I could

could produce to ſupport the cauſe I have eſpouſed.

The uncommon advantages you have reaped from its acquiſition, render ſtill more conſpicuous thoſe invaluable bleſſings inſeparable from enlightened and well-cultivated minds; bleſſings you enjoy, madam, with advantage amongſt ſociety; with delight, no doubt, as a ſpouſe, and with rapture as a mother.

The rules of delicacy, and a juſt diffidence of my own abilities, not allowing me to ſay more, permit an individual, who conſiders your name as the beſt recommendation, by far, to his production, to ſubſcribe himſelf,

MADAM,

Your moſt humble,

Moſt reſpectful, and obedient ſervant,

The AUTHOR.

ADDRESS

# ADDRESS TO THE PUBLIC.

*THE ſtudy of languages has for ages paſt been ſo intimately connected with the important ſubject of education, ſo conſiderable a ſhare do they take up of the earlieſt and moſt precious years of our lives, that a diſſertation upon the one might alſo be conſidered as extending to the other.*

*Various plans and ſyſtems of education have already been propoſed by ſome of the moſt eminent writers in this as well as in other countries: yet, notwithſtanding all that has been ſaid upon it, we need only caſt our eyes around us, and conſider the infinite variety exiſting in the diſpoſitions and propenſities of our fellow creatures, to allow that this important ſubject can never be exhauſted.*

*Be this as it may, as it might appear preſumptuous, eſpecially in a firſt literary experiment, to attempt following where ſuch great maſters have gone before me, I decline entering that extenſive field; and intend to direct and confine my obſervations to ſuch part of education alone as is more immediately connected with the object I have in view, which is to prove the great advantages attending the cultiva-*

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*tion of learning in general, and more pointedly to inforce the ſtudy of modern languages.*

*This eſſential branch, as far as I ever knew or heard of, has never yet been treated with that ſerious attention it ſeems to me ſo fully to deſerve. The ſort of neglect living ones in particular are ſuffered to remain in, induced me to ſubmit my thoughts on this important ſubject to a judicious public.*

*As to the order I intend to purſue in the courſe of this eſſay, it is to begin by eſtabliſhing the connection languages have with the other various branches of learning. I will next endeavour to diſplay the great advantages they are to individuals in the different employments they may be called upon to act in life, as well as to the whole bulk of mankind; but I chiefly intend to dwell on their ufefulneſs with regard to the moſt amiable and faireſt part of the creation, where a ſyſtem of education is, in my opinion, but too generally, yet too ſhamefully, neglected. The courſe of my obſervations ſhall be cloſed by a few remarks on the defects exiſting in the various and moſt general modes of teaching theſe languages, and pointing finally at*

*the*

*the only one by which they can be taught with ſucceſs.*

*No one can feel more ſtrongly than I do myſelf, the great diſadvantages I muſt neceſſarily labour under, in an undertaking of this magnitude, not only as a foreigner, but alſo as an individual, as yet unknown to the literary world. Under theſe conſiderations, it is to be lamented, perhaps, that ſuch ſubjects ſhould not have fallen into abler hands, and I myſelf been prevented from ſubmitting thus to an enlightened public the reſult of my obſervations, had not I been taught by experience how far any individual could hope for indulgence who might endeavour to render himſelf a uſeful member of ſociety, in a country ſo univerſally, and ſo juſtly, remarked for its ſpirit of liberality.*

*It may, perhaps, appear to ſome too nice obſervers, and too ſevere critics, that I have, now and then, introduced a few remarks, which, ſtrictly ſpeaking, were not altogether perfectly connected with my ſubject; to theſe I ſhall briefly anſwer, that I neither pretend to, nor even aim at, too claſſical or pedantic regularity: beſides, if ſuch licence exiſts, I thought myſelf partly juſtified by the dry, I mean the unentertaining, nature of my ſubject, which*

*which otherwiſe might have proved leſs acceptable to the generality of thoſe readers I wiſh moſt to pleaſe: but above all, I wiſh them to remember, that my chief aim is to ſpread and diffuſe through all ranks of people thoſe liberal notions and philanthropic principles ſo eſſential to the happineſs of mankind.*

*Though but young in years, and a ſmall ſhare of experience acquired in the various and moſt diſtant parts of the globe I have reſided in, have long taught me to ſay, with the elegant Latin philoſopher,* ubi paſcor ibi patria, non ubi naſcor; *it has taught me to pride myſelf in the profeſſion of a citizen of the world. May heaven ſecond my undertaking! may I contribute to the extirpation of all unjuſt prejudices! inſpire my fellow-creatures with more manly and elevated ideas! and let my ſucceſs be my ſole reward!*

STRICTURES

# STRICTURES

ON

# MODERN LANGUAGES.

## PART I.

### OF THE CONNECTION LANGUAGES HAVE WITH LEARNING AT LARGE; ADVANTAGES OF THE LIVING ONES COMPARED WITH THOSE OF THE DEAD ONES.

LANGUAGES are ſo cloſely connected with almoſt every branch of uſeful and polite learning, as to be nearly inſeparable from them; no one can deny their being the beſt, if not the only guides to other ſtudies, for as all theſe have been treated by eminent maſters, in various countries, and conſequently in different languages, and as theſe great men have often differed even upon the moſt material points,

how can an individual, who is in purſuit of any particular branch, boaſt of having acquired a thorough and compleat knowledge of it, when unacquainted with the above-mentioned improvements and differences of opinion? or can he, I do not ſay with the world alone, but with himſelf, be cleared of the charge of injuſtice and partiality, in giving a blind and unreſerved preference to the notions and ſyſtems of men of one particular country? whilſt of the others he knows (if any thing) little more than what erroneous quotations, artful miſrepreſentations, or at beſt imperfect tranſlations, often indeed intentionally ſo, may have given him.

LANGUAGES are unqueſtionably to learning, as the primitive ſources of a gentle ſtream, gradually enlarged as it flows, by the leſſer brooks and rivulets it receives on its peaceful boſom; diffuſing joys and ſpreading fertility along the various banks of the fortunate countries through which they roll their benevolent waters.

NEITHER is it only by their acknowledged connection with the other ſciences, that languages

languages are of the greateſt utility to men, they are equally ſo by other advantages peculiar to themſelves alone, as I will endeavour to explain.

ALTHOUGH whatever might be ſaid upon their uſe, may appear ſtrongly ſupported by the already-eſtabliſhed cuſtom of devoting the firſt years of youth to their ſtudy; yet I fear there is but too much occaſion to ſuppoſe, that this uſual mode of beginning thus the education of youth, is adopted more in compliance to faſhion, that is to an old cuſtom, than in conſequence of a conviction of the propriety of ſuch a mode of proceeding.

NOT unlike an imperious tyrant, faſhion governs us all: it exerciſes upon us the moſt deſpotic power; and the more eaſily ſo, as it finds us ever ready to obey, with the moſt implicit ſubmiſſion, all its laws and caprices, tho' often abſurd and ridiculous in the higheſt degree. But what is not leſs true than extraordinary, is, that it ſhould exerciſe the ſame unbounded deſpotiſm upon the various branches that are to deck our minds, as much as upon exterior ornaments that are to ſet off our perſons.

This is more pointedly the caſe in the general courſe of female education, and therefore I intend to reſerve my remarks on this eſſential object, for that part of my eſſay devoted to the uſe of this moſt amiable ſex.

As to the modes of bringing up young men, though faſhion is alſo, I fear, the chief oracle conſulted in it; yet, in conſequence of the more varied employments they are called upon to act in life, there are other ſubordinate leaders, whom we are likewiſe taught to conſult, in the purſuit of their various ſtudies; and for this reaſon they are leſs neglected than young females.

THESE guides are their diſpoſitions, their inclinations, their capacity, and, in conſequence of theſe, our own views upon them for their eſtabliſhment in the world. Under theſe conſiderations their chief ſtudies are Coke and Littleton, if called to the bar; tactics, if intended for the military; navigation and aſtronomy, if for the navy; book-keeping and accounts, if for mercantile concerns; and ſo on according to the profeſſions in which they are thought moſt likely to ſucceed. Languages, however,

however, being an introduction to the other parts of knowledge, as alſo calculated for all capacities, and all deſcriptions of people, in whatever profeſſion or employment of life they may be called to hereafter, are often conſidered as the baſis, or corner-ſtone of the education of youth. Thoſe that are moſt commonly the objects of our purſuits, as well as all the others, are divided into two diſtinct claſſes, the dead and the living ones.--Although the greateſt part of my obſervations might juſtly be applied to both, yet it will evidently appear, that they were chiefly pointed at the laſt.--Dead languages have, for ages paſt, been ſo powerfully ſupported in this our quarter of globe, by learned ſocieties, reſpectable univerſities, and namely, thoſe of this kingdom, which are not leſs an ornament to their country than to the reſt of Europe; they are alſo ſufficiently encouraged by the numberleſs ſchools eſtabliſhed in almoſt every place of note, to need my feeble ſupport. They are, indeed, generally conſidered as the eldeſt, and, I fear, chiefly for this reaſon, as the deareſt, offspring of too fond, perhaps, and too partial parents: whilſt the living ones, on the contrary, conſidered merely as youngeſt branches, if not as illegitimate children,

children, are by moſt people unjuſtly treated with ſcorn, either poſtponed, altogether neglected, or made only to fill up the vacant hours of other ſtudies, by others; in ſhort, they are looked upon as of little uſe, and as mere faſhionable accompliſhments. With what juſtice they are thus diſregarded, and how far they may deſerve it, I ſhall endeavour to examine, in as plain and conciſe a manner as a ſubject ſo worthy of the moſt ſerious conſideration requires.—I muſt beg, however, not to be underſtood as meaning in the leaſt to caſt the ſlighteſt animadverſion upon the dead ones; no man can entertain a higher opinion of them than I do myſelf; I am, indeed, too partial to all the various branches of learning to think otherwiſe; I only think myſelf perfectly juſtified in exclaiming againſt what ſtrikes me as an unjuſt prepoſſeſſion againſt the living ones; in fact, it is the unmerited neglect theſe are thrown in, that has attracted my partiality for them, and induced me to inveſtigate the nature of their claims to public ſupport.

In an inveſtigation of this nature, I cannot weigh too ſtrongly upon the abſolute neceſſity of diveſting ourſelves, to the utmoſt of our power,

power, of every previous prejudice we may have been hurried in by the rapid torrent of cuſtom; we ſhould now forget that our thoughts ought to be as free as the air we breathe; as for my part, I cannot help conſidering, but as one of the greateſt impediments to the progreſs of real learning, every ſuch blind ſubmiſſion as is authorized only by cuſtom, however ſo prevalent and ſo long eſtabliſhed, or even ſupported by ſo many and ſo reſpectably learned individuals; it even ſtrikes me as a kind of injurious reflection upon the judgment the Almighty has endowed us with, and which he certainly never meant to be chained up and enſlaved, but improved and extended to the beſt of our abilities; it is in this point of view that, eſpecially in the momentous ſubject of education, we ought, in my opinion, to take theſe powerful conſiderations for our firſt guides, which, removing prejudices, enable us to judge of things with juſtice, exactneſs, and propriety, as it is by ſuch a ſpirit of impartiality alone that we can diſcriminate the merits or demerits of our proceedings.

THE advantages men derive from the ſtudy of languages, are twofold; thoſe peculiar to themſelves

themſelves alone, and thoſe, as I have before explained, they ſhare with other ſciences.— The firſt may be underſtood to comprehend their uſefulneſs, in forming young and tender minds, in fixing their yet unpoliſhed and confuſed ideas, teaching them gradually to arrange them in a juſt and methodical order; this is effected chiefly by the conſtant connection the different words of the ſame ſentence have with each other, which muſt needs fix their attention; there being eſtabliſhed rules, in conſequence of which, not a word hardly is to be uſed but in ſuch and ſuch manner by them, without ſome reaſon aſſigned for it. To this may be added, the generally received opinion, that the real grammatical knowledge of the maternal language, can ſeldom be attained without the previous ſtudy of a foreign one; but will any one aſſert, that theſe and ſuch like advantages are peculiar to dead languages alone, to the excluſion of the living ones? are they not, on the contrary, full as applicable to theſe laſt? they undoubtedly are, and particularly ſo in this eſſential point, of the grammatical knowledge we expect to acquire through them of our own tongue; ſince to every perſon who underſtands the nature as well as the

difference exiſting between dead and living languages, it muſt be evident, that this identical difference is much more inconſiderable between the living language of one country and that of another, than between a dead and a living one; this nearer affinity once eſtabliſhed, the natural conſequence that muſt neceſſarily follow, is, that the ſtudy of a living one is much better calculated for this purpoſe, than that of a dead one. There are, I readily allow, advantages peculiar to a dead language, which a living one does not equally ſhare; I mean to allude here to thoſe profeſſions in which the knowledge of Latin or Greek, for inſtance, are thought neceſſary; ſuch as medicine, law, and divinity. Theſe, are however, but partial advantages, that is to ſay, relating but to a few individuals, compared with the reſt of mankind, and indeed, even in the above-mentioned profeſſions; did I chuſe to enter the too extenſive field, no great ſhare of ingenuity would be requiſite to prove that they are not indiſpenſible; is not, in fact, the doctrine of Galen and Hippocrates ſufficiently exploded by the great diſcoveries, and ſuperior improvements, that have been made both in ſurgery and phyſic, by eminent and more modern men of the profeſſion, in this, as well

as in neighbouring countries? as to the law, if that neceſſity ſubſiſts, is it not an evil in itſelf? an evil that calls aloud for redreſs? for what plauſible reaſon can be given, why one half of theſe laws ſhould be written in a language the greateſt part of the community is well known not to underſtand? can theſe laws be ſaid to be framed to eſtabliſh peace and harmony among men? are not, indeed, their intricacies already more than ſufficiently obſcure and unintelligible? or were they made for the uſe of ſociety, or for that of lawyers alone?

Ready as I am, on all occaſions, to expreſs my veneration for the ſtudy of antiquity, leaving it now aſide, I believe thoſe who profeſs the ſtrongeſt partiality for the dead languages that lead us to it, cannot refuſe to join with me in lamenting the great misfortune of their being deſtitute of thoſe peculiar to living ones only; I mean, ſuch as we are naturally led to expect from the nature of a language, independent of thoſe I have before deſcribed.—The purpoſe and tendency of a language, is, I preſume, generally underſtood to be a knowledge particularly intended to expreſs reciprocally our thoughts, to deſcribe our wants, facilitate

cilitate the mutual intercourſe between neighbouring nations, and thereby extend the limits of ſociety beyond the too narrow bounds of empires.

Here unfortunately this purpoſe is defeated in its very principle; dead languages are ſo called, for being really and actually ſo; they are not even any longer ſpoken in the countries where they once flouriſhed, nor indeed in any other, except by a few individuals, comparatively ſpeaking with the bulk of thoſe nations. Beſides, whether on account of their great difficulty, whether ariſing from the modes of teaching them, from a want of practice, or any other cauſe, I will not pretend to determine; however, it is well known, that very few, indeed, acquire the power of converſing in them with any degree of propriety or eaſe, notwithſtanding the many precious years entirely ſacrificed to that branch of learning; but even allowing that a greater number are able to ſpeak Latin, for inſtance, with a tolerable fluency, where can be the uſe of that power of ſpeech, namely, to an Engliſhman? it being equally well known, that pointedly in this country, Latin is pronounced ſo differently from what it is in

others, that although theſe can underſtand one another, with more or leſs facility in that language, yet the Engliſh for pronouncing it ſo much as their own, can neither underſtand foreigners, nor be underſtood by them, whenever they attempt to converſe together in that language; which, therefore, looſes much indeed of its merit in this very eſſential purpoſe.

It is obvious, that were I to enter into an inveſtigation of the merits or demerits of the various living languages that are extant, it would carry me far beyond the limits within which I firſt intended to circumſcribe myſelf; beſides, it would no doubt embarraſs many of my readers, whom the ſight of ſuch an Herculean labour might juſtly diſguſt, ſhould I attempt to recommend to them at once the ſtudy of a dozen languages: this, however, is not the caſe; there is an identical one, which, by the generality with which it has already ſpread, and is ſtill ſpreading more and more throughout Europe, can nearly anſwer every purpoſe; it is evident, that I am here alluding to the French tongue; the ſame motives of delicacy by which I have been heretofore prevented from naming it, ſubſtituting in its ſtead, the

perhaps

perhaps too vague appellation of living languages, induce me likewiſe to avoid entering into a pompous diſplay of its peculiar ſoftneſs, harmony, elegance, &c. &c.

The general predilection all the ſurrounding nations have given it, might be produced as a proof of its ſuper-excellence.--However, ſuch as it may be, I am not ſo blindly partial to it, not to ſuppoſe that it may be equally indebted for that predilection, as much to faſhion, as to the more central ſituation of France, which makes it the general *rendezvous* for the neighbouring nations, and a point of reunion for them all. I will go ſo far as to aſſert, even from the imperfect knowledge I have yet been able to acquire of the Engliſh tongue, that I found myſelf able, ſometimes, to expreſs ſome particular ideas with more ſtrength and energy in it, than in any other I am acquainted with, not excepting my own. Anxious to remove every ſuſpicion of any unjuſt and indelicate partiality, let it be remembered, that if the French tongue is more particularly pointed at, my choice in thus recommending it, was determined chiefly by the

univerſality

univerſality it has long acquired, more than any other, and conſequently made me conſider it in this light, as better calculated to anſwer the purpoſe of my preſent obſervations.

PART

# PART II.

## USEFULNESS OF LIVING LANGUAGES TO INDIVIDUALS IN THE VARIOUS EMPLOYMENTS OF LIFE.

IT will not require any great diſplay of reaſoning, nor call for the aſſiſtance of much ingenuity, to prove, how uſeful the French language muſt be to individuals, when it is remembered, that it is fluently ſpoken not only in every court of Europe, by the higheſt claſs of people, but alſo by all men of learning, and all thoſe, who are born to receive a liberal education. Thus, it may juſtly be conſidered, as the grand channel of communication, which, when better compleated, will be moſt likely to unite countries diſtant from each other, and facilitate between them ſuch a reciprocal intercourſe as muſt be ardently wiſhed for by every liberal man, every individual, who is a friend to mankind.

What I have had occaſion to ſay before, when I firſt eſtabliſhed the connection languages have with

with the other branches of learning, there can be no need of enlarging upon their uſefulneſs to the learned individuals of various countries, who are, beſides, too well convinced of it themſelves, ſince few can be found amongſt them, who do not make it one of their chief ſtudies. But the language I am more pointedly alluding to, is, in my humble opinion, eſſentially uſeful to that youth, who, by his birth, his fortune, his connections, his abilities, or his education, is likely to be called to ſome reſponſible ſituation for the ſervice of his country. No man, as I obſerved before, can entertain a higher idea than myſelf of the ſtudy of antiquity, and conſequently of thoſe languages that lead to it; but coinciding in opinion with the great Lord Bolingbroke, who ſays, that "antient hiſtory ſhould be *read*--but modern hiſtory ſhould be *ſtudied*,"--to ſuch a youth, as I have juſt deſcribed, is not the knowledge of his own times ſtill more neceſſary? he ſhould by no means remain ignorant of a language, with the aſſiſtance of which alone he may become acquainted with the real diſpoſitions, the nature of the government, the true genius, manners, cuſtoms, and intereſts, of the nations with which his own may

be

be connected, and involved in the courſe of their common political concerns. Can he do juſtice to his country? If, having neglected this important branch of a liberal education, he deprives himſelf of the only mode of information a man in his ſituation ought to depend upon, I mean, his perſonal experience: how can he without it diſcharge faithfully the truſt repoſed in him? or will he not rather contribute, by his ignorance, in promoting the calamities of his country, when obliged to rely upon the aſſertions, ſo often falſe, or the repreſentations, ſo often deluſive, of miſguided or intereſted ſtateſmen?

He is, indeed, more eaſily led aſtray by falſe and ſpurious reaſonings, however upright in his meaning; as he had neglected adopting, in his youth, the propereſt means to ſhake off the bonds of natural prejudices, ſources of ſo many errors! which, imperceptibly mixing with all our ideas, cannot fail to corrupt the underſtanding in all its operations. As Pope juſtly obſerves:

——the diff'rence is as great between
The optics ſeeing, as the object ſeen.
All manners take a tincture from our own,
Or come diſcolour'd through our paſſions ſhewn;

Or fancy's beam enlarges, multiplies,
Contracts, inverts, and gives ten thouſand dyes.

Yet, it is not in his political capacity alone, that as an individual in a more elevated rank he is reſponſible to his fellow-creatures; it is by far, we all know, but the ſmalleſt number of men, whoſe circumſtances allow them the means of purſuing the acquiſition of that learning by which he is enabled to ſeek after and obtain truth: he is anſwerable alſo for the abyſs of groſs errors the great bulk of mankind is plunged in; unable to emerge out of it without help, they loudly call upon him to lend them an aſſiſting hand; and to make uſe of another metaphor, he is to them not unlike a reflector placed on an eminence, from whom they expect a ſhare of thoſe benevolent rays of light it is his duty to collect, and diſtribute amongſt his fellow-creatures below.

We muſt, however, remember, that, in order to mature our knowledge, and to ripen thoſe high advantages derivable from a well-digeſted courſe of ſtudy and obſervations in our travels, which can alone raiſe us above the reſt of men, and even above ourſelves, we muſt

muſt not, in imitation of too many pedantic and narrow-minded individuals, ſet about it either with an impertinent confidence in any previous ill-grounded knowledge of the object we have in view, much leſs to inveſtigate manners ſolely with an intention of marking and ridiculizing the foibles of other countries; but with a fixed determination of diveſting ourſelves, to the utmoſt of our power, of every illiberal and unjuſt notion, of obſerving men with a juſt and impartial eye; in ſhort, to have no other object in the courſe of our reſearches but the attainment of truth.

I need not enlarge much more upon this ſubject, to prove the uſefulneſs the above-mentioned branch of learning is to individuals; for in this powerful empire, which owes its conſequence, and is moſtly indebted for its ſupport, to its extenſive trade and flouriſhing manufactures, what occaſion have I to point out the neceſſity of acquiring the language of a neighbouring country with which it is at preſent ſo happily connected in its deareſt, I mean its commercial, concerns. As to thoſe brought up or intended for the naval or military lines, I ſhall content myſelf with referring them to

the more experienced veterans of their reſpective corps; well convinced, that the bare recital of the great utility this language has been of on repeated occaſions, to thoſe who underſtood it, as well as that of the diſtreſſes as often felt by thoſe who did not, will better aſſiſt to convince them, than all the arguments I might eaſily make uſe of.

PART

# PART III.

## ADVANTAGES NATIONS AT LARGE MAY REAP FROM THEM.

NOthing could certainly aſſiſt me better in diſplaying the uſefulneſs attending the cultivation of living languages with reſpect to the whole community, than a retroſpect of the horrid ſcenes of bloodſhed and infamy, that ſtamped an eternal diſgrace on thoſe unfortunate ages that gave them birth. So would likewiſe a faithful recital of thoſe cruel perſecutions and religious wars, as they were then called, but as our more enlightened age has juſtly ſtiled irreligious and ſacrilegious ones. But let us not dwell on thoſe too ſhocking acts of treachery; let us rather draw the veil over thoſe conſanguinary facts, in order to inveſtigate the cauſes. Ignorance, no doubt, that blind and prolific parent of monſters, better known under the appellation of ſuperſtitious and national prejudices, was the primary cauſe of thoſe dreadful evils. What ignorance more

more than that of each other's language, has more contributed to foment and nurſe thoſe fatal diſſenſions that have ſo long divided even the different branches of the ſame empire? Even in this, has it not made people living under the ſame government, ruled by the ſame laws, look upon one another as different ſorts of beings? How much more muſt it not have been the caſe with reſpect to foreign countries? Inaſmuch as neighbours conſidered one another as barbarians, when, in fact, no other difference exiſted between them who were ſeparated by a few miles at moſt, a river, or a narrow channel of the ſea, except a different language to expreſs their thoughts. This reaſon, much more than any other, made, no doubt, neighbouring nations conſider each other as natural enemies. Nations who, by their reciprocal humanity, benevolence, and generoſity, as well as by their proximity, ſeemed to have been formed by nature to ſupport and cheriſh each other. No ſtronger barrier will henceforth, in my opinion, oppoſe itſelf to ſo deſirable an event, than the ignorance of each other's language. Whilſt this impediment remains in the way; until this maſk is torn off that has ſo long concealed

from

from nations the reciprocal likeneſs of their features, they can hardly be conſidered as collected bodies of reaſonable beings; but, on the contrary, as little more than paſſive inſtruments, on whom ſtateſmen may work at pleaſure, as beſt ſuits their ſelfiſh views, or falſe principles of policy: but too often, guided themſelves by the worſt motives, they have, we well know, but too generally and too ſucceſsfully endeavoured to ſow and cultivate the moſt unjuſt prejudices. They are, I confeſs, too deeply engraved, to ſuppoſe that their extirpation is the work of a few years; time alone, the great ruler of all things, can effect it: and however ſlow in its motions, as a citizen of the world, as a friend to mankind, it is with no inconſiderable ſhare of pleaſure that I ſee them diminiſhing daily, whilſt more liberal and philanthropic principles are perceptibly ſpreading through the world. Amongſt the many proofs which might be given, this country offers, at this moment, ſuch inſtances in ſupport of this aſſertion, as will for ever immortalize it. We ſee of one ſide a commercial nation, who, gloriouſly ſacrificing its own intereſt at the ſhrine of humanity, nobly ſtruggling for the relief and liberation

of

of their fellow-creatures, the too unfortunate Africans: of the other, a ſet of philanthropic characters, not leſs an ornament to all mankind than to their country, boldly ſtepping forth in behalf of the as highly injured as inoffenſive millions of Indians, fearleſs of the phalanx of corruption they have to encounter, and that has reached high indeed, make eaſtern tyranny tremble, even in the midſt of its powerful ſupporters. *

More proofs of the ſame nature might be eaſily produced, both in this and other countries; but I will cloſe with a recent one, which is too ſtriking, and at the ſame time too nearly connected with my ſubject, to be paſſed unnoticed: I am alluding here to the revolution that has ſo ſuddenly taken place in a neighbouring kingdom, ſo lately and ſo juſtly remarked for its defective and arbitrary government. Such as it is, various cauſes, no doubt, have contributed to bring it about. As for my part, I am confident that it can be attributed to none more than to the freer intercourſe the increaſing cultivation of living languages

* The author having reſided ſeveral years in the Eaſt, ſpeaks from his own obſervation.

guages has facilitated between England and France. To this country is the laſt chiefly indebted for the freedom it is likely to enjoy. Enlightened by a mutual communication, the knowledge it enabled them to acquire of the conſtitution of this country, brought them ſoon to admire it, even in its preſent debilitated ſtate, opened their long-cloſed eyes upon their violated rights as men, and ſpread throughout the empire thoſe heavenly ſparks of light which ſoon burſt out into an unextinguiſhable blaze. If it is with a delighted eye that I conſider the day that has reſtored twenty-four millions of inhabitants to their natural rights, it is not as a countryman alone, but as a friend to mankind at large, who enjoys before-hand the pleaſing hope of ſeeing the time when other nations will follow the noble example, and find out at laſt, that rulers are but men, like themſelves, and ſtrike at the root of the deſpotic ſyſtem ſtill prevailing in moſt parts of Europe.

By the cultivation of living languages, the individuals of various countries, enabled reciprocally to communicate their thoughts, and opinions, ſoon learn to look upon one another

with more liberal ideas; the veil of ignorance, torn from their eyes, diſplays to their uninterrupted view the objects in their true ſhape: by their aſſiſtance, their underſtandings, burſting forth out of the dark dungeon they barely breathed in, become enraptured with the bright and benevolent rays of light they begin to enjoy: their thoughts are no more monopolized, as it were, by the artful politician, or the pedantic doctor: in ſhort, they are brought, with their powerful help, to acquire the invaluable freedom of their minds.

I think I cannot better cloſe this ſubject, than by reminding my reader, that if we are to credit our holy ſcriptures, as it cannot be doubted, the multiplicity of languages firſt originated at the erecting of the tower of Babel: it was inflicted as a puniſhment on our forefathers preſumption and vanity, and which proved much more ſevere in its diſtant, than in its immediate cauſes: Intereſts heretofore ſo happily united, became perfectly diſtinct from each other; jealouſy, envy, and malice, ſucceeded to peace, union, and harmony; brother roſe againſt brother, and ſon againſt father. The alleviation can only be

ſought

ſought for in the origin of the cauſes that produced the evil. The rapid progreſs our age is making towards improvement, gives us good reaſons to hope, that although more wars will no doubt diſgrace mankind, a time will come, when nations more enlightened will be too well acquainted with their reciprocal intereſt, to ſuffer themſelves to be dragged out of the manſion of peace, torn from the arms of their deareſt friends, to be hurried into the horrors of war, in ſearch of an unexiſting phantom, at the expence of their blood and treaſure; the whole to gratify the ambition and obſtinacy of their rulers: even theſe will, if not by force, at leaſt by experience, become wiſer; finding that, in the moſt ſucceſsful wars, leaving aſide the numbers of precious and innocent lives deſtroyed, the greateſt gainers could, after every computation, boaſt only to have loſt leſs.

# PART IV.

## REMARKS ON FEMALE EDUCATION; NECESSITY OF CULTIVATING THEIR MINDS; HOW MODERN LANGUAGES WOULD PROVE ADVANTAGEOUS TO THEM.

THAT mighty deſpot, faſhion, as I obſerved before, exerciſes its tyranny ſtill more on the modes generally purſued in the education of young ladies, than in that of boys: with the former, no pains are ſpared, no expences are regarded, to beſtow upon them all exterior accompliſhments, when the much more eſſential ones, I mean, their mental faculties, remain comparatively neglected.

I will not preſume to draw an exact line between the various caſes in which we ought or ought not to ſubmit to prevailing cuſtom. But in ſo momentous a buſineſs as that of education, I will not heſitate to lay it down as an invariable maxim, that we ought inceſſantly to follow

follow theſe two great oracles, in our proceedings, as our guides: Firſt, The perſonal happineſs and welfare of the individuals of both ſexes; and next, The faithful diſcharge of the duty we all owe to that ſociety for which we are born. Then, but not till then, will I allow, that we can, without being highly deſerving of cenſure, follow the torrent of faſhion; and ſuperficial acquirements may be allowed to take place, provided the more ſolid ones go at leaſt hand in hand with them.

Let no one conſider me here as an eccentric philoſopher: nothing can be further from my principles: I am too well acquainted with the charms, as well as the utility of muſic, for inſtance; it has attractions that will not only entertain, but alſo be of conſiderable uſe in filling up hours of idleneſs, in a more advanced age, which might otherwiſe be ſpent in much worſe purpoſes.

I confeſs myſelf equally partial to thoſe bodily exerciſes, by which we are taught to diſplay, with unaffected grace, and ſhew to the beſt advantage, the gifts which nature gives, but often leaves rude: in ſmoothing and poliſhing

liſhing its defects, we do but proper juſtice to, and dignify the works of, the mighty Creator, who ſeems to have provided, in the imperfections he has left us, an extenſive field for our ingenuity and addreſs.

Convinced as we muſt be, by our daily experience in the world, that a trifle often prejudices againſt us, or prepoſſeſſes in our favour, the minds of our fellow-creatures, it is but fair to conclude, that highly blameable are thoſe, who, having it in their power, neglect, through miſtaken notions, to beſtow on their children the advantages of bodily accompliſhments. But much more culpable are they, if they limit their daughters education to them alone.

Why women ſhould have been ſo generally excluded, I will not ſay by men, but by faſhion, from all public employments, is in my opinion a piece of injuſtice, too glaring to be eaſily exculpated, and is at the ſame time, a queſtion, that might afford room for an agreeable, and perhaps an uſeful inquiry. Since we have ſeen ſome of them ſupport even the weight and dignity of the crown, with a diſtinction

tinction that has been equalled by few of our ſex :--I am not a little at a loſs to find out the cauſe why they ſhould not have been thought equally capable of leſſer employments. The pleaſing volubility of ſpeech ſome are known to poſſeſs, would, I am ſure, with a little experience, moſt amply qualify them for a ſeat in parliament, as well as for a ſilk gown in a court of juſtice: they moſt certainly would equally grace a pulpit, and prove not a little ſucceſsful in filling the churches, and ſwelling the congregations. Would it not have alſo been a good policy in the church of Rome to have admitted them to ordination? as it probably would not loſe ſo many proſelytes as it is daily loſing, were confeſſions to be depoſited in the boſom of a fair female, in preference to the filthy ſleeve of an old, ſour-looking capuchin friar. The ſentimental Sterne tells us, alſo, how advantageous to trade ſuch a fair one does prove when decking the back of a counter. I muſt, however, though reluctantly, give up for the preſent, the pleaſing taſk of ſupporting ſo juſt and ſo amiable a cauſe, and return ſeriouſly to my ſubject.

We will allow then, ſhould it be merely through

through deference to that whimſical tyrant, faſhion, that women are not, like men, born for any of the more active employments of life; but this conſideration, far from ſtriking me as a plauſible pretence for making their whole ſyſtem of education conſiſt in the acquiſition of exterior and ſuperficial accompliſhments, ſtrikes me, on the contrary, as a ſtrong argument for the reverſe: for their excluſion from them, as well as from the ſtudy of the various abſtruſe ſciences, more properly belonging to the province of men, allows them as many idle hours, which might be employed to their own further improvement, as well as to the entertainment and utility of mankind. Literature, we all know, is at this moment indebted to women, for productions that would do honour to the beſt writers of our ſex; and which ſufficiently ſhow what their cultivated underſtandings are capable of.

Is not in fact, the uſual modes of bringing them up, a grievance that calls aloud for redreſs? they are ſent to a boarding-ſchool, probably to remain there until what is called their education is finiſhed: and what does it conſiſt in? reading, writing, needle-work, dancing, muſic,

muſic, and drawing, perhaps. Theſe, I allow, are all very deſirable things; but none of them having the merit of exerciſing and improving their mental faculties, can only be conſidered as mere ſuperficial acquirements. But, as Akenſide obſerves,

> If to ampler proſpects, if to gaze
> On nature's form, where, negligent of all
> Theſe leſſer graces, ſhe aſſumes the port
> Of that eternal Majeſty that weighed
> The world's foundations; if to theſe the mind
> Exalts her daring eye; then mightier far
> Will be the change, and nobler.

Let me aſk the great number of thoſe who purſue ſuch a line of conduct in the education of their daughters, upon what principles they are acting? I little know what they would anſwer: But I believe the truth is, they never troubled their heads much about the matter: in fact, they ſent their daughters to ſchool, perhaps, to get rid of them during the noiſy and turbulent years of their lives, or becauſe their neighbours did the ſame. But, alas! is ſuch a thoughtleſs mode of proceeding juſtifiable in a ſubject of ſuch great importance? Ready as I am to do juſtice to the purity of their intentions, might not their conduct, in

this weighty inſtance, be compared to that of a jockey, who, troubling himſelf little about what will become of his cattle, provided he can diſpoſe of them, thinks only of concealing their vices and defects, ſo as to make them appear well in the market? They are not unlike an architect, who, in the conſtruction of a dwelling, entirely regardleſs of the ornaments, or even the uſual conveniencies, within, ſhould exert and confine all his ſkill to the ſhew and elegance of the front. What opinion could we entertain of ſuch an artiſt? Every one who knows that the great ſcience of architecture chiefly conſiſts in this caſe, in knowing how to unite internal convenience with external ornament and regularity, could only accuſe him of ignorance; as previous to the purchaſe of a houſe, every man can enter and examine it. But, alas! is it the ſame with a fair female? Can one ſearch into the ſecrets of her heart? And is it in the moment of intoxication, that is, when enraptured with her exterior charms, that a man is capable of diſcerning her defects? Certainly not: and were he even to detect them, I little doubt but that they would appear as ſo many perfections to his deluded eyes. The learned Dr.

Blair

Blair is, therefore, in my opinion, not wholly warranted in obſerving, that " Feeble are the " attractions of the faireſt form, if it be ſuſ- " pected that nothing within correſponds to " the pleaſing appearance without." But tho' the deluſion is ſtrong, it can only be tempo- rary; and, as Portia ſays to Brutus, in Julius Cæſar, " Diſappointment will turn with diſ- " guſt from the object of his falſe expecta- " tions." Indeed, it is not a little extraor- dinary, that in poliſhed, civilized countries, where the fair ſex's real worth ſeems ſo well appreciated, where their equality to us is ad- mitted, and, I believe I might ſafely add, where ſo many would join me in acknowledg- ing their pre-eminence over us, it is, I repeat it, not leſs true than ſtrange, that our actions ſhould be ſo oppoſite to our profeſſions. Tho' not in form, does it not ſeem as if in fact, we admitted the monſtrous doctrine of thoſe de- luded nations who hold it as a part of their creed, that women have no ſouls? Different from men, they are not, like them, to be called to a variety of employments in life; they are intended for one alone—marriage, and the ſphere of domeſtic duties; on the proper diſ- charge of which, depends ſo much of the

happineſs and peace of the world. We know it to be one of the foibles of the greateſt part of mortals, to be too fond of variety, which cannot be found in the outward gift of nature.

Such, indeed, is the ſtriking difference between mental and bodily accompliſhments; the laſt will ſoon fade away, time reſpects them not;--Time, with his rough and heavy hand, unmercifully lays every thing waſte around him; he deſtroys the moſt captivating charms, as ruſt deſtroys iron. But a cultivated mind, gaining new vigour by exerciſe, experience as well as time increaſes inſtead of diminiſhing its charms: they inſpire, and even command, in old age, thoſe friendly emotions that are ſeldom felt for wrinkles alone. This general defect, no doubt, was what made Watts exclaim,

Say, mighty love, and teach my ſong,
To whom thy ſweeteſt joys belong,
And who thy happy pairs?
Whoſe yielding hearts, and joining hands,
Find bleſſings twiſted with their bands,
To ſoften all their cares!

It never ſhould be forgotten that, as in a tender age we are unable to chooſe for ourſelves,

to

to diſcriminate what in a more advanced one may prove uſeful or detrimental to us, the Supreme Being in his great wiſdom has appointed to lead us guides who are to anſwer for every neglect in this important truſt. It is chiefly in this light that the neceſſity of cultivating and enlightening the minds of children ought to be conſidered, before we ſhould laviſh upon them, at too early periods of life, and as is too commonly the caſe, ſuperficial accompliſhments, which are perfectly uſeleſs then, and which perhaps might be beſtowed upon them with much more propriety, acquired much ſooner, and attended with much leſs expence, were they with-held from them till almoſt grown up, and nearly fit to be produced into the world. Parents, purſuing a different line of conduct, ſeem to do every thing they can think of, to marry their daughters, as it were, out of the way; in this they may eaſily ſucceed; but ſhould nothing be done beſides to ſecure their future happineſs? Exterior charms may enſlave, yet their duration is ſhort, and the extacy they occaſion, is but too generally ſhorter ſtill, when unaccompanied with and unſupported by more laſting ones, the accompliſhments of the mind.

Love

Love has been deſcribed in a thouſand ways and ſhapes: as for my part, it ſtrikes me but as an exquiſitely refined ſort of friendſhip, which cannot be felt by two perſons of the ſame ſex for each other; its firſt impulſe is too violent to laſt: as in ſetting fire to a ſolid pile of wood, the lighter and looſer materials blaze forth with uncommon fury; but it is only for a moment—that ſoon ſubſides; whilſt the pile ſlowly kindles, then gradually increaſing, keeps burning till the whole maſs is conſumed.

The ſtraw may here repreſent the firſt emotions of love, which cannot laſt of themſelves; but if ſet to and united to the pile, that repreſents friendſhip, formed of ſolid materials, ſuch as unite two congenial ſouls and enlightened underſtandings, it then will laſt till they are no more.

A woman, who to a cultivated mind ſhould unite a ſweetneſs of temper and a feeling heart, though nature ſhould have been with her ever ſo ſparing of her other more ſhowy favours, ſtill ſuch a one is entitled to every happineſs, and cannot fail completing that of any man, who, capable of appreciating her worth, is not entirely

entirely deſtitute of every principle of honour and probity.

I do not addreſs myſelf here to thoſe covetous mortals, who know of no qualifications that can preponderate againſt gold: neither do I ſpeak to thoſe unprincipled beings, who, deſtitute of thoſe delicate and elevated feelings, are ſtrangers to thoſe precious endowments which can alone promote real happineſs: nor yet to thoſe who, untaught themſelves, are totally unacquainted with the bleſſings attending mental accompliſhments. In vain, I fear, ſhould I attempt to perſuade them; as no arguments, however ſtrong, could probably conquer that obſtinacy, which is the common characteriſtic of ignorance.

But I appeal, for the truth of my obſervations, to thoſe enlightened individuals, who, taught by experience, poſſeſt of more ſolid and more juſt ideas, ſeek in a wife a ſteady and permanent friend; in whoſe congenial boſom, and cultivated underſtanding, he can depoſit his cares; whoſe ſympathetic ſoul, ever ready to ſhare with him the joys and anxieties of life, contributes equally to increaſe the former, and

to

to alleviate the latter; in ſhort, in whoſe converſation he can find, even after her charms are vaniſhed, thoſe ſolid enjoyments which men are but too often obliged to ſeek without doors.

What reflection does it not caſt upon our ſex's volatility or ſincerity, notwithſtanding all our boaſted pretenſions to a ſuperior knowledge, to find at laſt that the great homage we pay to theſe deareſt parts of ourſelves, extends no farther than to an outward ſhew, and to ſuch tranſitory accompliſhments? Before theſe, it is true, the intrepid warrior kneels, the undaunted ſailor ſtrikes, and even the moſt auſtere philoſopher ſmiles and ſubmits: here we are mean enough to humiliate ourſelves to that which has no intrinſic value; or elſe we hold out a falſe and hypocritical appearance of a veneration which the heart denies.

I cannot well enter into a diſplay of the advantages the underſtandings of young females might derive from an early acquiſition of modern languages, without entering into a tedious repetition of thoſe I have before had occaſion to deſcribe, when I inveſtigated their uſe with reſpect to young boys.

Much

Living languages being, moreover ſo immediately connected with what is underſtood under the deſcription of polite literature, and conſequently more intimately ſo with what ought to form the baſis of female education; I will only add, that, if we conſider what great ſhare, in fact, though not in form, the fair ſex takes in the various concerns of life, I believe no more needs be ſaid to demonſtrate the neceſſity of cultivating their pliable and tender minds, in order to promote and ſecure their happineſs in this world, ſince it is beſides ſo intimately, or rather ſo inſeparably, connected with our own.

# PART V.

## OBSERVATIONS ON THE PRESENT MODES OF TEACHING MODERN LANGUAGES.

HAVING been induced to turn my thoughts on modern languages, chiefly from a thorough conviction of their ſuperior advantages to ſociety, ſtill guided by the ſame impulſe, my taſk, I conceived, ſhould have been but imperfect, had I ſtopped then, whilſt another effort might be made to recommend them more powerfully to public attention.

My preſent aim, therefore, is to attempt proving the facility with which a modern language may be acquired, and thereby to defeat the long-entertain'd notion, that fluency of ſpeech could only be attained in thoſe places where it is conſtantly ſpoken: conſcious, as I am, of the great obſtacles I muſt have to ſurmount

mount in ſuch an undertaking, I cannot help conſidering it as an unavoidable ſtep, to make a few obſervations on the preſent modes of teaching generally purſued, the better to ſhow the efficacy of the propoſed remedy, in pointing at the nature and real cauſes of the evil, before I attempt the cure of this lingering and long-neglected patient. Averſe, as I always was, to every ſort of ungenerous and illiberal animadverſion, let it be remembered, once for all, that the following remarks are intended only to the generality of thoſe maſters, who, either by their inability, careleſſneſs, or want of experience, have, more than any thing elſe, perhaps contributed to diſguſt many individuals, and thereby thrown in the way the greateſt impediments that could ſtop the promotion and encouragement of one of the moſt eſſential branches of knowledge.

The uſual modes of teaching, are ſo very much varied in their nature, that it may ſeem almoſt impoſſible to diſcriminate them: however, in an inveſtigation which is intended for nothing but a neceſſary and greatly wanted reform, I truſt that the following ſhort one, will prove perfectly ſatisfactory.

The

The ſyſtem moſt generally adopted, may, for ſhortneſs ſake, be divided into two diſtinct claſſes, which I ſhall diſtinguiſh under the names of antient and modern methods.

I call the firſt anitent, becauſe, when more enlightened ages began to encourage the ſtudy of living languages, as an eſſential branch of a liberal education, no proper ſyſtem being yet eſtabliſhed, no plan traced, maſters thought only then of adopting ſuch as were at that time generally purſued, in the ſtudy of dead languages. Though the ill ſucceſs attending them gave riſe to the other modes which I have, for this reaſon, called modern; yet they are at this moment, to my perſonal knowledge, purſued by a ſufficient number of maſters, to derſeve a place in my obſervations, and to induce me to examine how far it may be proper to adopt them.

I have already indicated the material difference between a dead and a living tongue; I have alſo aſſerted, what cannot be denied by thoſe who have any experience in both, that the laſt may eaſily be acquired, at leaſt in one third of the time generally ſacrificed to the ſtudy of the firſt:

firſt: if, therefore, the ſame mode is purſued for the ſtudy of both, the ſame length of time muſt, of courſe, be devoted to the ſtudy of the one, as is commonly employed to that of the other. But if we go a little further, and conſider attentively the very few there are, out of the thouſands, who, applying themſelves to the ſtudy of Latin or Greek, are able to converſe in them, even with a tolerable degree of propriety; notwithſtanding the long ſeries of years applied to their acquiſition: we then may eaſily determine upon the impropriety of adopting the ſame plan for teaching a living language. Moreover, if we may be allowed to judge from facts, our aim is certainly very different in the purſuit of both.

Our wiſhes, in the ſtudy of dead languages, are only, if I may be allowed the expreſſion, to converſe with the dead; that is, to read, ſo as to underſtand the works of the antients; and thereby to ſearch into the myſteries of antiquity: here we certainly need no fluency of ſpeech. But in the purſuit of a living one, our views are, or at beſt ought to be, of a quite different nature; that is to endeavour to ſpeak it, and to enable ourſelves, reciprocally, to communicate

municate our thoughts with other ſurrounding nations: is it not then evidently unreaſonable, not to ſay abſurd, to adopt the ſame method in the teaching of both?

Such maſters, indeed, might well exclaim, with the celebrated pupil of the great Doctor Sangrado; "Notwithſtanding," ſaid he to his learned maſter, "your two grand ſpecifics, "copious bleeding and abundance of water, "I am moſt wonderfully unſucceſsful: for "though I bleed all my patients, till hardly a "drop of blood remains in their veins; though "I make them drink water, till they are near "burſting; yet hardly one ſurvives, and all "go out of the world, as if for the mere pur-"poſe of confounding our two grand ſpecifics."

Would it not be much more laudable in theſe maſters, to improve by the repeated leſ-ſons of experience, and to adopt a different ſyſtem? or elſe to imitate the example of the pupil, in abandoning, candidly, the profeſſion, rather than to perſevere in the ridiculous obſtinacy of the maſter? Much, I readily own, may be ſaid of the giddineſs and want of attention, in ſome children; but ſuch an excuſe

cannot

cannot be admitted for the defect ſo generally experienced. They proceed upon the miſtaken notion of giving their pupils, what they call the grammatical knowledge of the language; when, in fact, they ſeem not to perceive that they do not teach them the language itſelf; very improperly making the knowledge of it to conſiſt in the minute and diſguſting acquiſition of numberleſs technical expreſſions, and the endleſs multiplicity of abſtruſe intricacies, and complicated difficulties, grammars of this nature ſwarm with, and which require more time to underſtand than the language itſelf: theſe ought to be looked upon as works calculated for teachers alone; and, at the ſame time, as the moſt unfit books to put in children's hands: for in this, as well as in all other ſtudies, their whole endeavours ſhould be exerted to remove all difficulties, and ſpare no pains to render the acquiſition, of what they teach, as eaſy as poſſible to the learner. A grammar of that deſcription, is for them as an extenſive field, out of which they ought carefully to pick and gather the moſt uſeful plants alone; laying aſide all the many hurtful and unneceſſary weeds. Indeed, when I conſider that multiplicity of rules, each of which is firſt divided,

then

then again ſubdivided, into ſo many others, all accompanied with numberleſs exceptions; thoſe, who thus perplex and confuſe their pupils' minds, ſtrike me, as being much like thoſe mighty ſchemers, who, not long ſince had, in a neighbouring ſtate, pitched upon the following method for the training up of their young naval officers:

In the middle of a ſpacious room ſtood a man of war, in miniature, perfectly finiſhed as to its proportion, ſails, &c. &c. here was limited the whole of their naval education: in this great ſchool able navigators inſtructed their pupils in all the various evolutions a veſſel could go through. A long ſeries of years, indeed, was requiſite, with a perſevering application, before they could be entruſted with any command: and whenever this was the caſe, they always were compleat maſters of the theoretical part of their profeſſion. Not a ſingle rope, or block, was on board, but what they perfectly knew both their various names and uſes: Perhaps alſo, were they well acquainted, for ought I know, with the number of pegs that entered into the conſtruction of a ſeventy-four. But once launched into the wide

wide, unruly ocean, what then became of their extenſive knowledge, when put to the teſt, and having to encounter the practical ſkill of experienced antagoniſts ?

Theory, no doubt, has its advantages in many inſtances ; but in all, it avails but little without practice, which ought invariably to take the lead.

As I obſerved before, the ill ſucceſs attending that antient mode of teaching gave riſe to what I have called the modern ones : theſe, I am ſure, are ſo varied as to evade the power of deſcription ; but ſuch as this variety may be, ſo far from being a ſufficient pretence for ſcreening them from juſt and well founded animadverſions, that it is evidently the ſtrongeſt proof that can poſſibly be alledged againſt them ; for there certainly can be but one proper and good ſyſtem of teaching ; all the others, therefore, muſt be more or leſs erroneous and imperfect : and the more ſo, as there has not appeared, as yet, a work that might ſerve as a proper guide for all the maſters of various deſcriptions and different abilities. For want of ſuch a guide they are left, of courſe, to follow,

at random, their own caprice, and too commonly miſtaken notions. As little partial, indeed, as I declared myſelf to the abuſe of the confuſed intricacies attending the antient mode of teaching; yet, convinced that none but ſuch as are perfect grammarians are capable of drawing a juſt line between what ought to be dwelt upon, or only intimated, and what ought to be entirely omitted: hence follows that the quantity of modern maſters laboured under more difficulties, and could, in the end, prove but little more ſucceſsful than the former, who, in ſome degree, perhaps, had the precedence over them, becauſe theſe proceeded, at leaſt, upon ſome fixed plan, ſuch as it might be; whereas the others had neither plan nor ſyſtem eſtabliſhed for their method of teaching: beſides, the unſucceſsfulneſs attending it, is more than ſufficiently evinced by public experience, to require any more arguments to prove their defect.

When abroad myſelf, I had frequent opportunities of being acquainted with ſeveral friends of mine; who, previous to their departure, had learnt French for two or three years together, at either of the Univerſities; where, it was natural to ſuppoſe, they had met with ſome of the

the beſt maſters, and yet could no more converſe in that language than others who had never learnt it before.

The general failure which attended, of courſe, theſe various proceedings, could not fail encreaſing the diſguſt of a diſappointed public; who, in conſequence of it, either neglected entirely this eſſential branch of a liberal education, or elſe had recourſe to ſuch remedies, according to their various notions, as proved, ſome as bad, and ſome worſe than the evil itſelf: Sometimes engaging, for the purpoſe of teaching, women who never were poſſeſs'd of that perfect knowledge of grammar abſolutely neceſſary in ſuch a caſe; though I readily allow that ſome few are much more converſant in it than others: Sometimes going ſo far as to entertain the ſtrange notion, that ſuch as could not ſpeak a word of Engliſh, were beſt calculated for the purpoſe; not reflecting, that, in theſe caſes, children learnt like parrots, without reaping any of the advantages attending ſuch a ſtudy, when taught upon a regular and well-digeſted grammatical ſyſtem. Such extenſive knowledge none, certainly, can give, but thoſe who are excellent grammarians themſelves

ſelves, and if not perfect maſters of the Engliſh language, it is abſolutely impoſſible for them to explain the leading and indiſpenſible rules of the language they teach, and much leſs ſo ſtill, to convey the exact meaning of thouſands of expreſſions, and to point at the difference and affinity ſubſiſting between the pronunciation and conſtruction of both languages.

PART

# PART VI.

## PLAN OF THE MODES WHICH OUGHT TO BE PURSUED IN TEACHING LIVING TONGUES; BEING ALSO A SLIGHT SKETCH OF A NEW WORK NEARLY READY FOR PUBLICATION.

IT is, in general, a very juſt obſervation, that it is much eaſier to criticiſe than to compoſe. Such a man can, without uncommon abilities, cenſure a work he himſelf never could have equalled. Such alſo will often find fault with meaſures adopted, or taxes laid by a miniſter, who were not able to propoſe or ſubſtitute any of a leſs objectionable nature. I might, no doubt, have been claſſed among theſe, had I contented myſelf with cenſuring long eſtabliſhed methods, without offering a better; but I certainly ſhould have with-held the

the ſatire, had it not been in my power to procure a remedy for the evil.

The following ſketch is, therefore, nothing but a ſhort expoſition of the plan, I propoſed following, in the new ſyſtem of teaching I intend to publiſh as ſoon as completed: and however ſhort this explanation of it may be, I truſt it will appear fully ſatisfactory to thoſe who have ſome experience and knowledge of the nature of modern languages. Theſe have in every century undergone ſo many changes, and may, therefore, be liable to more for the time to come, that they ſeem hardly to be the ſame languages they originally were. For this reaſon it is, that not a grammar yet has appeared, which, in my opinion, can be conſidered as a fixed ſtandard to go by, or in the leaſt adequate to anſwer the intended purpoſe. Dead languages, alone, which neither length of time, nor change of place have been able to alter, can make, what is called, a perfect grammarian. This qualification, however, is far from being inſeparable from the acquiſition of a living one; ſince, as I obſerved before, they are perfectly diſtinct and different, both in their nature and tendency.

From

From this principle, leaving entirely aſide all the uſeleſs and diſguſting intricacies of grammars, I lay it, as a rule, that the whole grammatical part of a modern tongue, conſiſts in nothing more than the exact knowledge of agreement between numbers and genders, and that of the preciſe diſcrimination between the tenſes of the verbs.

The ſyſtem of teaching, thus reduced, within this ſhort compaſs, the number of verbs ought to be comparatively diminiſhed within a few clear, ſimple and ſuccinct, general ones. Though I have gone ſo far as to aſſert before, that no ſuch grammar had yet appeared, as could be conſidered throughout, as a compleat guide for teaching, it is but juſtice to ſay, that ſeveral, out of the many there are, have been very uſeful to me; and I am very ready to acknowledge, that, without their aſſiſtance, I probably ſhould not have been able to bring my work to that improved ſtate, I truſt, it will be found to poſſeſs. The many good things I have been able to pick here and there amongſt them; together with the novelty of the plan I have adopted, and that clearneſs of order I have ſtrictly obſerved; will render it ſuch a

guide

guide as may, henceforth, put a ſtop to the impoſitions of ignorant and unqualified teachers; as the perſpicuity with which I ſhall point out the only courſe they ought to follow, will be ſuch as to bring it within the reach of the meaneſt capacities. On ſo unentertaining a ſubject, I will not enter into too tedious and elaborate a deſcription of the plan I mean to purſue; yet as aſſertions cannot, by any means, prove ſatisfactory to a judicious public, I will now give ſome idea of its general tendency; which is nothing leſs, than to procure the facility, and even fluency of ſpeech. If, as I am perfectly convinced no one ought to ſtudy a modern language with an idea of becoming a perfect grammarian, in all the extent of the word, our only aim in ſuch a purſuit is to enable ourſelves to ſpeak and write it with correctneſs and propriety, the correctneſs of writing will be eaſily attained, in the long run, by the common courſe of regular tranſlation. As to the fluency of ſpeech, it is to be attained gradually, upon this clear, ſimple, and regular ſyſtem.

There are but four different ways of expreſſing our thoughts in a language: for we either affirm that a thing is, or that a thing is not;

or

or elſe we aſk, whether a thing is, or whether a thing is not. Upon this principle, it is evident that verbs are by far the moſt eſſential parts of ſpeech, and the great hinges upon which the reſt of the whole machine is ſet in motion. The French language, to which my obſervations are chiefly directed, ſeems to have a peculiar, yet it is a regular mode of aſking and anſwering queſtions with or without negations. I cannot, I think, better enforce my reaſoning, and convey to my reader its preciſe meaning, than by quoting a paſſage in Sterne's works. This original author, in his very ſtrange yet very ſenſible chapter of the white bear, after having expatiated upon the very great uſefulneſs of the auxiliaries, and pitching upon a white bear, to illuſtrate his ſubject, begins nearly thus:

I have ſeen the white bear. I have not ſeen the white bear.
Have I ſeen the white bear? Have I not ſeen the white bear?

&c. &c. &c. going on through the auxiliaries, in the ſame manner throughout a long chapter; which he might eaſily have made as long as his whole life and opinions, had he thought proper to carry it as far as it could have extended. Many, no doubt, like Corporal Trim, either miſtook the meaning of theſe auxiliaries, or conſidered that chapter as a

mere piece of nonſenſe; which, however odd it may be in itſelf, like the reſt of that author's productions, conceals a great deal of merit under that characteriſtic, originality.

The above four ways of expreſſing ourſelves, being regularly the ſame in all the others, as in the helping verbs, no pains ſhould be ſpared to make the pupils perfect maſters of them; and as whatever ſtrikes the eye, ſoon will alſo ſtrike equally the mind, theſe four ways ſhould, in the beginnings particularly, be placed into four different columns, illuſtrated, each of them, with an example at the top, which will make them underſtand all the reſt without any difficulty. The facility of ſpeech being the object which ſhould conſtantly be kept in view, they ſhould be ſet, from the very beginnings, to learn one or two tenſes of the auxiliary verbs at a time, according to their capacities, and whilſt they are made to tranſlate exerciſes upon the articles and nouns. Theſe, with the aſſiſtance of other grammars, together with the pains I have taken to avoid confuſion, and to proceed with the greateſt perſpicuity, will render them of a very eaſy acceſs.

For the uſe of thoſe who have already made

made ſome proficiency in the language, I have joined a clear and conciſe table, aſcertaining, by their termination, the gender of the moſt uſeful nouns that generally occur in converſation. The ſame pains I have taken in ſhortening and ſimplifying the rules on pronouns. In the regular verbs, it will be found, I have not been a little ſucceſsful in the clearneſs with which I have pointed at the exact uſe of the various tenſes, which have hitherto been ſo ill explained, as to have made, to this day, one of the greateſt difficulties of the language; theſe alſo I have divided into the four columns I deſcribed before, when I mentioned the exerciſes on the auxiliary verbs, adding to them, gradually, thoſe pronouns called conjunctive; which, for want of being ſufficiently familiarized with, have almoſt always been the greateſt obſtacles learners met with in their attempts of ſpeaking; as not a word hardly, particularly in French, can be ſpoken without them. Theſe, indeed, form the greateſt part of the work; from a thorough conviction, founded upon the moſt ſucceſsful experiments, unknown and unprecedented in any of the other modes of proceeding. All adverbial expreſſions and idioms I have carefully inter-

mixed, throughout the courſe of exerciſes, with the whole French written under them. I have alſo, to facilitate its acquiſition ſtill more, and to remove all difficulties, the conjunctions governing the following verb, at the conjunctive mood, have all been properly inſerted in the exerciſes on that mood. And upon this regular ſyſtem, all thoſe common phraſes which could only tend to perplex the ſcholars, by the multiplicity of rules their explanation would require, will alſo be found intermixed with the body of the exerciſes. This ſimple method will prove perfectly adequate to the purpoſe; the greateſt pains having been taken to make the whole of the exerciſes, from the beginning to the end of the work, to conſiſt of phraſes in the moſt exact and correct ſtile of converſation. This will appear the more eſſential, as each of theſe exerciſes ought to be done firſt upon a foul paper; and when corrected, to be written fair in a copy book, and then got off by heart. I believe I need not enlarge any more upon a a ſubject of too unentertaining a nature; as I believe this ſhort and imperfect ſketch will prove a ſufficient recommendation to every judicious reader, and alſo convince him, that, as I have advanced, the fluency and correctneſs of

ſpeech

ſpeech may be acquired with facility any where, as well as in the countries and at the places where they are generally ſpoken.

It is hardly neceſſary to obſerve, that in vain ſhould ſucceſs be expected with thoſe pupils whoſe giddineſs, careleſſneſs and inattention, render all efforts fruitleſs; but with thoſe of a different diſpoſition, who, either with or without abilities, are poſſeſſed of a common ſhare of ſteadineſs, and anxiety for their own improvement, the ſucceſs cannot fail; for they have this double advantage, that every ſentence they got by heart, is not learnt, as is but too frequently the caſe, like parrots, but are eſtabliſhed npon thoſe few rules of the language they have been made clearly to underſtand, and which it is indiſpenſibly neceſſary they ſhould be perfect maſters of. By theſe means they can make the application of them to any other part of the language, as they go on; and are, if properly inſtructed, taught how to ſupply moſt amply the defect of familiar converſation. When arrived at the verbs, there not being one tenſe, or rather one perſon in each tenſe, but they can, and ought to turn, when by themſelves, in all the various ways they can be

rendered,

rendered, according to the various modes of expreſſing our thoughts in a language, and as I have ſufficiently explained, when I mentioned the uſefulneſs of the auxiliary verbs. I muſt not forget mentioning a material alteration, I have thought proper to adopt in the mode of ſpelling: the little progreſs this alteration has yet made in the country, cannot, I am ſure, prepoſſeſs any one againſt it, when it is underſtood whence it firſt originated, and the great difficulties in the pronunciation it tends ſo effectually to remove; it is ſimply, the ſubſtituting of an *a* in lieu of an *o*, in all the caſes, wherein this laſt vowel, being followed by an *i*, is to be pronounced like the diphthong *ai*. This defect, in the eſtabliſhed mode of ſpelling, is ſenſibly felt, even by many illiterate Frenchmen, who are often at a loſs how to pronounce the *oi*.

Since Voltaire, who was the firſt that remedied this evil, ſeveral eminent writers have alſo ſanctioned it. It has not been, I own, adopted by the French academy; but this is not the ſlighteſt proof of its impropriety: and notwithſtanding the high reſpect I profeſs for that learned body, my partiality for them cannot exculpate

pate them, in my idea, for their motives in rejecting it; bordering too much upon invidious notions, unworthy of ſo many reſpectable individuals. The fact is, that this eſſential innovation did not originate amongſt them, and that it had not been ſubmitted to their approbation. One ſingle inſtance will convince my reader of the juſtice of my remarks: by the eſtabliſhed method of ſpelling; *François*, French; *François*, Francis; are ſpelt exactly alike; yet the pronunciation of the laſt is nearly as if ſpelt *Françouas*, whilſt the firſt is to be pronounced *Français*, as in *Jamais*, *mais*, &c. &c. ſo that by ſubſtituting an *a* for the *o*, the difficulty is inſtantly removed. This alteration, therefore, muſt appear of conſiderable advantage to the public. As to thoſe who might be ever ſo obſtinately and ſo ſcrupulouſly attached to the old method, it ſhould be no ſort of objection, as all the words in which this alteration has been made, are ſo pointed, as to leave it entirely in the power of the learners to adopt, afterwards, ſuch mode as they may think beſt: in ſhort, it will evidently appear, throughout my new ſyſtem, that, knowing how much a thouſand diſregarded trifles will often perplex and embarraſs the pupils, and that whatever ſtrikes the

eye,

eye ſoon, will equally ſtrike the mind, I have been entirely guided by my anxiety of rendering my work within the reach of the ſmalleſt capacities.

The imperfect ſketch I have given of it, muſt alſo convince the public, that I ſcorn to lay the ſmalleſt reliance on bare aſſertions, too often unſupported; nor yet take advantage of the high and reſpectable individuals I might call upon to recommend it, but merely on the intrinſic merit of the work itſelf. This much only I am free to ſay, that the uncommon, and, I am ſure, heretofore unprecedented, ſucceſs I have met with by this mode of proceeding, removes, moſt completely, all the ſcruples that might otherwiſe prevent me from recommending it myſelf to a judicious public, was not my conſciouſneſs founded upon an unqueſtionably ſucceſsful trial, and an experience of ſeveral years.

5 AP 69

The NEW PRACTICAL INTRODUCTION TO GRAMMAR this eſſay was meant to precede, not being in a ſufficient ſtate of forwardneſs when the pamphlet was finiſhed, prevented me from giving a more minute account of it than I ſhould otherwiſe have done; as I entertained, beſides, apprehenſions of its being anticipated by ſomebody elſe. However the conſiderable ſhare of leiſure I have ſince enjoyed, having enabled me to forward it ſo as to get it ready for the preſs in a few days, I humbly beg to inform the public, that a more circumſtantial account will be publiſhed with it, as alſo ſuch directions both for the pupil and maſters to go by, as will make it impoſſible for either to err in their proceedings.

# ERRATA.

## PART I.

Page 2, line 18, for *on its* read *in its.*
Page 5, line 13, for *were* read *are.*
Same page, line 15, for *of globe* read *of the globe.*
Page 7, line 3, for *now* read *never.*
Page 10, line 5, for *theſe* read *the.*

## PART II.

Page 16, line 19, for *but modern* read *but that modern.*

## PART III.

Page 25, line 19, for *and find out* read *find out.*

## PART V.

Page 45, laſt line but two, for *or at beſt* read *or at leaſt.*

eye ſoon, will equally ſtrike the mind, I have been entirely guided by my anxiety of rendering my work within the reach of the ſmalleſt capacities.

The imperfect ſketch I have given of it, muſt alſo convince the public, that I ſcorn to lay the ſmalleſt reliance on bare aſſertions, too often unſupported; nor yet take advantage of the high and reſpectable individuals I might call upon to recommend it, but merely on the intrinſic merit of the work itſelf. This much only I am free to ſay, that the uncommon, and, I am ſure, heretofore unprecedented, ſucceſs I have met with by this mode of proceeding, removes, moſt completely, all the ſcruples that might otherwiſe prevent me from recommending it myſelf to a judicious public, was not my conſciouſneſs founded upon an unqueſtionably ſucceſsful trial, and an experience of ſeveral years.

5 AP 69

The NEW PRACTICAL INTRODUCTION TO GRAMMAR this eſſay was meant to precede, not being in a ſufficient ſtate of forwardneſs when the pamphlet was finiſhed, prevented me from giving a more minute account of it than I ſhould otherwiſe have done; as I entertained, beſides, apprehenſions of its being anticipated by ſomebody elſe. However the conſiderable ſhare of leiſure I have ſince enjoyed, having enabled me to forward it ſo as to get it ready for the preſs in a few days, I humbly beg to inform the public, that a more circumſtantial account will be publiſhed with it, as alſo ſuch directions both for the pupil and maſters to go by, as will make it impoſſible for either to err in their proceedings.

# ERRATA.

## PART I.

Page 2, line 18, for *on its* read *in its.*
Page 5, line 13, for *were* read *are.*
Same page, line 15, for *of globe* read *of the globe.*
Page 7, line 3, for *now* read *never.*
Page 10, line 5, for *theſe* read *the.*

## PART II.

Page 16, line 19, for *but modern* read *but that modern.*

## PART III.

Page 25, line 19, for *and find out* read *find out.*

## PART V.

Page 45, laſt line but two, for *or at beſt* read *or at leaſt.*

5 AP 69